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ABSTRACT

Social studies promotes civic competence through the integrated study of the social sciences and humanities. This Nebraska framework states that the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world. The framework outlines the teaching of social studies in Nebraska schools for kindergarten through twelfth-grade and considers the traditional curriculum as concentrating on social core content subjects, such as history, geography, civics, economics, and government. The following 10 themes are used in a social studies classroom: (1) civic ideals and practices; (2) culture; (3) global connections; (4) individual development and identity; (5) individuals, groups, and institutions; (6) people, places, and environments; (7) power, authority, and governance; (8) production, distribution, and consumption; (9) science, technology, and society; and (10) time, and continuity, and change. The framework outlines educational objectives for the core social studies subjects for grades K-1, grades 2-4, grades 5-8, and grades 9-12. The subjects are coordinated with the themes listed above. (BT)

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ED 430 888

Nebraska Department of Education

Nebraska Social Studies/History Standards
Grades K-12

May 8, 1998

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Grades K-12

Adopted by the
State Board of Education
May 8, 1998

Social studies promotes civic competence through the integrated study of the social sciences and humanities. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Definition adapted by the Nebraska
K-12 Social Studies/History Framework

Nebraska schools teach social studies in kindergarten through grade 12. Social studies blends history, geography, civics, economics, and government in one class, perhaps called "social studies," or into a social studies department with discipline-based classes, which might be called "United States History" or "World Geography." A social studies education encourages students to develop a core of basic knowledge and a way of thinking drawn from many academic disciplines. Students are encouraged to analyze this core of knowledge and to become participating and informed citizens.

Core Content Areas

A traditional curriculum concentrates on the following social core content subjects: history, geography, civics, economics, and government.

History - focuses on the great record of human experience, revealing how individuals and societies resolved their problems and disclosing the consequences of their choices. By studying the choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of their alternatives and the likely consequences. **This content area typically appears in courses and units focusing on Nebraska history, United States history, world history, and social studies.**

Geography - helps students answer questions about the world around them, about where things are and how they got there. These answers can be discovered by using skills, such as asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions. **This content area typically appears in courses and units dealing with geography, world geography, and social studies.**

Civics, Economics, and Government - gives students a basic understanding of civic life, politics, and government. It helps students understand the workings of their political system and that of others as well as the relationship of American politics and government to world affairs. The goals of civics and

government is to develop informed, competent, and responsible citizens who are active politically and committed to the fundamental values and principles of American constitutional democracy. Economics provides students with an understanding of how individuals, communities, states, and nations allocate their scarce resources. A clear understanding of economics enables students to comprehend the economic forces that affect them everyday and helps them to identify and evaluate the consequences of personal decisions and public policies. Students will understand how a democratic market economy functions, which better prepares them to be producers, consumers, and citizens. **This content area typically appears in courses and units dealing with civics, political science, American government, law, economics, and social studies.**

Nebraska schools must provide a strong course offering in these core content areas. Students need a solid basis in history, geography, civics, economics, and government to live and work in their communities today and beyond. The key goal of social studies needs is "promoting civic competence." The core content areas are:

- Builds an understanding of human history.
- Builds an understanding of a citizen's role.
- Develops a sense of the social studies disciplines and the connections across them.

K-12 Social Studies/History Themes Nebraska's social studies framework centers on ten instructional themes. These ten themes provided the platform for the standards. When schools explore the Nebraska K-12 Social Studies Framework themes, they discover a strong connection to the core content areas and the supporting subject areas encompassed within the social studies classroom. The themes help coordinate the social studies curriculum, encouraging connections between social studies and the subject areas.

The ten social studies themes strengthen curriculum and student learning by:

- Building connection with course content to help students develop an understanding of human history and their civic role.
- Demonstrating how history affects their lives.
- Providing a flow and understanding of the human story.

The following ten themes are used in a social studies classroom:

Civic Ideals and Practices
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Culture
Social studies programs should include experiences that provide for the study of the common characteristics of different cultures including the importance of language. How does the development of beliefs systems, such as religion or political ideals, influence other parts of the culture? These experiences need to include analysis of how the culture changes to accommodate different ideas and belief. In schools, this theme typically appears in courses and units involving geography, history, sociology, and anthropology, as multicultural topics across the curriculum.

Global Connections
Social studies programs should include experiences that provide for the study of the realities of global interdependence that require understanding the importance of diverse global connections among world societies and the frequent tensions between national interests and global priorities. Students will need to address such issues as political, economic, and military alliances; economic competition and interdependence; age-old ethnic enmities; health care; the environment and human rights. In schools,

this theme typically appears in courses and units dealing with geography, culture, and economics, and draws upon the natural and physical sciences and the humanities.

Individual Development and Identity
Personal identity is shaped by one's culture; by family, by groups, and institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in courses and units dealing with psychology and anthropology.

Individuals, Groups, and Institutions
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and cultures, and how they are maintained or changed. In schools, this theme typically appears in courses and units dealing with sociology, anthropology, psychology, political science, and history.

People, Places, and Environments
The study of people, places, and human-environment interactions assist students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Why are such things located in those particular places and how do those particular places influence our lives? These two essential questions lead us to understandings and explanations of how and why the world in which we live can support us now and in the future. The subject matter is earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. In schools, this theme typically appears in courses and units dealing with area studies and geography.

Power, Authority, and Governance
Social studies programs should present material on the study of government and the exercise of power and authority. How and why do human beings create governments? How do they preserve them? How do they change them? How do people gain power? How do they use power? What are these rights? What is freedom? What are responsibilities? What is the difference between legitimate and illegitimate authority? Social studies programs should help students develop a broad understanding of how governments work and what the people's role and responsibility in government is. Such programs should thus help students become better citizens. In schools, this theme typically appears in units or course dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Production, Distribution, and Consumption
Human wants exceed the limited resources available. What is produced and distributed is a result of decisions to allocate limited resources. The realities of unequal resource distribution necessitate systems of exchange including trade. The growing interdependence of world economies requires an understanding of the role of policies and technology in all three phases of production, distribution, and consumption. In schools, this theme typically appears in units or courses dealing with history, political science, and economics.

Science, Technology, and Society
Changes in technology have and will continue to create difficult social choices. Technology has created a global village by providing instantaneous information and communication connections. The results of the uses of multifaceted technologies are not always anticipated, and will challenge our belief and cultural systems. How these results influence our society as technology and science continue to evolve will be the challenge of today and tomorrow. In schools, this theme typically appears in units or courses dealing with history, geography, economics, and civics and government.

Time, Continuity, and Change
Social studies programs should present material on human history. How have human beings in different

societies acted and thought in the past? How and why have human societies and cultures changed over time? In what ways have they remained the same? Social studies programs should also introduce students to sources, how they are generated, what biases they might contain, and how historians might interpret them differently. Social studies programs should help students develop a broad understanding of the past and of their historical roots. This will help students make more informed and intelligent decisions about public issues so that they can help shape the future in a positive manner. In schools, this theme typically appears in units or courses dealing with history, cultural anthropology, and archeology.

Nebraska Social Studies/History Standards

Grades K-1

1. Social Studies/History

United States History,
Geography,Civics, Economics, and Government

By the end of first grade . . .

1.1 Students will understand that history relates to events and people of other times and places by:

- Identifying past events and people in legends and historical accounts, such as Paul Revere's Ride, Betsy Ross, Johnny Appleseed, Davy Crockett, John Henry, and Paul Bunyon.
- Identifying Americans, such as George Washington, Harriet Tubman, and Abraham Lincoln through exposure to biographies of important people of the past.
- Identifying leaders from the past, including a variety of political, scientific, social, and military leaders, such as Benjamin Franklin, George Washington Carver, Jane Adams, Booker T. Washington, and John Paul Jones through exposure to biographies and stories.
- Describing the people and events honored in commemorative holidays, such as Thanksgiving Day, Independence Day, Flag Day, Veteran's Day, Memorial Day, Columbus Day, and President's Day.

Time, Continuity, and Change

1.2 Students will compare everyday life in different places and times and recognize that people, places, and things change over time by:

- Comparing current school and community with past school and community.
- Comparing contemporary American life with American life in previous time periods.

Time, Continuity, and Change

1.3 Students will construct time lines to show sequence and change, identifying examples of possible cause and effect.

Time, Continuity, and Change

1.4 Students will measure time and time lines to show sequence and change by using calendars and clocks.

Time, Continuity, and Change

1.5 Students will explain the past and the present through pictures, oral history, letters, or journals.

Time, Continuity, and Change
Individual Development and Identity

1.6 Students will compare and contrast cultures of families, past and present.

Time, Continuity, and Change
Culture

1.7 Students will describe how cultures contribute to school and family.

Culture

1.8 Students will compare and contrast the relative location of people, places, and things by:

- Using objects to show near/far, up/down, left/right, behind/in front.
- Locating land and water on a map using north, east, south, and west.
- Constructing a simple map of a familiar area incorporating cardinal direction, scale, and map symbols, such as classroom, home, and playground.

People, Places, and Environments

1.9 Students will know the physical shape of our state and nation and locate areas referenced in historical legends and stories using simple maps, globes, and other three-dimensional models.

People, Places, and Environments

1.10 Students will identify symbols by:

- Naming community symbols, such as traffic signs, traffic lights, and street and highway markers.
- Identifying map symbols, such as legend references to land, water, roads, and cities.

People, Places, and Environments

1.11 Students will locate and compare the geography of the local community with that of other communities in Nebraska, the United States, and the world, using maps, pictures, and stories.

People, Places, and Environments

1.12 Students will describe how climate, location, and physical surroundings affect the lives of people, such as their food, clothing, shelter, transportation, and recreation.

People, Places, and Environments

1.13 Students will recognize that Nebraska's seasons vary from other places in the United States and the world.

People, Places, and Environments

1.14 Students will match simple descriptions of work that people do and the names of those jobs by:

- Recognizing the importance of work as a means of participating in the economy.
- Using examples from the local community and historical accounts.

Time, Continuity, and Change
Individuals, Groups, and Institutions
Production, Distribution, and Consumption

1.15 Students will identify community groups of which students are members, such as family, school, church, girl/boy scouts, and classroom.

Individuals, Groups, and Institutions
Individual Development and Identity

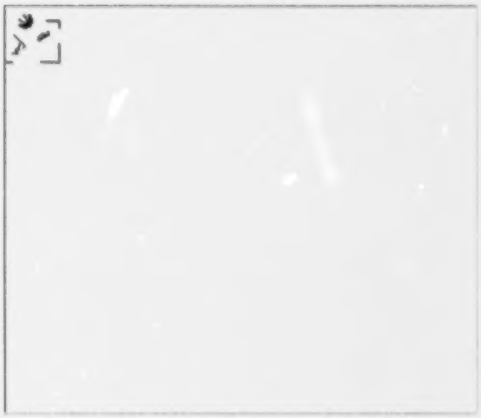
1.16 Students will explain how people are connected through transportation and communication.

Individual Development and Identity
Individuals, Groups, and Institutions
Science, Technology, and Society

1.17 Students will identify basic economic concepts by:

- Recognizing the difference between basic needs and wants, such as food, clothing, shelter, and affection.
- Describing the practice of exchanging money for goods.
- Identifying examples of people saving for the future.

Production, Distribution, and Consumption



1.18 Students will describe the differences between human resources, such as people at work; natural resources, such as water, soil, wood, and coal; capital resources, such as machines and tools used to produce different goods or services.

Production, Distribution, and Consumption

1.19 Students will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services.

Production, Distribution, and Consumption

1.20 Students will explain holimits on resources require people to make choices about producing and consuming goods and services.

Production, Distribution, and Consumption

1.21 Students will simulate the exchange of money for goods and services and identify ways to save money.

Production, Distribution, and Consumption

1.22 Students will explain hofamilies and individuals earn, spend, and save.

Production, Distribution, and Consumption

1.23 Students will demonstrate good citizenship and demonstrate an understanding of its importance by:

- Taking turns and sharing.
- Taking responsibility for certain classroom chores.
- Explaining why it is important to show respect for self, family, and others, such as taking care of his/her own things and respecting what belongs to others.
- Identifying examples of honesty, courage, patriotism, and other admirable character traits seen in American history.
- Identifying examples of rules and the consequences of breaking them.

Time, Continuity, and Change
Civic Ideals and Practices
Power, Authority, and Governance
Individual Development and Identity

1.24 Students will identify traditionally patriotic symbols and activities by:

- Naming those associated with America, such as the flag, the Pledge of Allegiance, the Star Spangled Banner, the bald eagle, and monuments.
- Naming the Presidents of the United States.
- Identifying those associated with Nebraska, such as the flag and the meadowlark.

Civic Ideals and Practices
Power, Authority, and Governance
Time, Continuity, and Change

1.25 Students will describe and compare the making of some class rules

Power, Authority, and Governance
Civic Ideals and Practices

1.26 Students will identify the elected representative bodies responsible for making local, state, and federal laws.

Power, Authority, and Governance
Civic Ideals and Practices

1.27 Students will identify technology used daily.

Science, Technology, and Society

1.28 Students will identify what inventions are, explain why they are important, and describe a helpful invention.

Science, Technology, and Society
Individual Development and Identity

1.29 Students will identify ways that people grow and change over time.

Individual Development and Identity

1.30 Students will identify how choices and actions affect themselves and others.

Individual Development and Identity

Nebraska Social Studies/History Standards
Grades 2-4

4. Social Studies/History

United States History, Nebraska History, Geography, Civics, Economics, and Government

By the end of fourth grade . . .
4.1 Students will compare communities and describe how the local community changed physically and demographically over time.

Time, Continuity, and Change
People, Places, and Environments

4.2 Students will identify and describe the past and present contributions of people, such as the Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans in Nebraska.

Time, Continuity, and Change
Individuals, Groups, and Institutions
Individual Development and Identity

4.3 Students will describe the discovery of the Americas by Columbus and other European explorers as well as the first permanent Spanish, French, and English settlements in North America.

Time, Continuity, and Change

4.4 Students will compare and contrast daily life in the past and present, considering things, such as roles, jobs, communication, technology, transportation, schools, and cultural traditions.

Time, Continuity, and Change
Science, Technology, and Society
Production, Distribution, and Consumption

4.5 Students will explain how historic and geographic factors affected the expansion and development of Nebraska.

Time, Continuity, and Change
People, Places, and Environments

4.6 Students will trace Nebraska's 20th century by:

- Identifying the accomplishments of prominent Nebraskans, such as Suzanne LaFlech, George W. Norris, Black Elk, William Jennings Bryan, Malcolm X, and John Neihardt.
- Explaining the impact of advances in transportation, communication, immigration, and economic development.
- Identifying the terms goods, services, producers, and consumers, and giving examples of each in their community.

Time, Continuity, and Change
Production, Distribution, and Consumption
Individual Development and Identity
Individuals, Groups, and Institutions
Science, Technology, and Society

4.7 Students will describe Nebraska's history from territory to statehood.

Time, Continuity, and Change
Power, Authority, and Governance

4.8 Students will identify and describe cultural holidays and important events in their community, Nebraska, and the United States.

Time, Continuity, and Change
Culture

4.9 Students will make a historical map of Nebraska and the surrounding region, including locations, such as:

- Early forts.
- Missions.
- Settlements.
- Trails.
- Cities.
- Transportation routes.
- Migration patterns.

Time, Continuity, and Change
People, Places, and Environments

4.10 Students will analyze the migration patterns in Nebraska.

Time, Continuity, and Change
People, Places, and Environments

4.11 Students will identify significant individuals and historical events in their community and in Nebraska and explain their importance.

Time, Continuity, and Change
Individuals, Groups, and Institutions

4.12 Students will develop historical analytical skills by:

- Identifying, analyzing, and making generalizations about how people in Nebraska lived, using primary sources, such as artifacts, diaries, letters, photographs, art, documents, and newspapers.
- Comparing documentary sources on historical figures and events with fictionalized characters and events to distinguish fact from fiction.

Time, Continuity, and Change
Culture

4.13 Students will explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand and describing how producers have used natural resources, human resources, and capital resources to produce goods and services in the past and the present.

Production, Distribution, and Consumption
People, Places, and Environments

4.14 Students will identify examples of making economic choices and explain what is given up when making a choice; distinguish between money and barter economics; explain the differences between using cash, checks, and credit to purchase goods and services.

Production, Distribution, and Consumption

4.15 Students will describe the economic specialization and interdependence involved in the production of goods and services in various types of economic systems in the past and present.

Production, Distribution, and Consumption

4.16 Students will explain in simple terms how opportunity, cost, scarcity, and supply and demand influence economic decision making.

Production, Distribution, and Consumption

4.17 Students will explain the relationship between taxation and governmental goods and services.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

4.18 Students will describe the impact of changing modes of transportation and communication on the distribution of goods and services.

Production, Distribution, and Consumption
Science, Technology, and Society

4.19 Students will demonstrate map skills by constructing a simple map of the North American continent, which will include the essential map elements of title, scale, key, directional indicator, and date.

People, Places, and Environments

4.20 Students will describe our nation as composed of states and locate the following on a map of the United States: Washington, D.C.; the states of Nebraska, Kansas, Colorado, Iowa, South Dakota, and Wyoming; major rivers, mountain ranges, and lakes in the United States.

People, Places, and Environments

4.21 Students will use the concepts of absolute locations, such as using grid systems, and relative location, such as direction, reference to neighboring states, and water features to:

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska
- Illustrate how Nebraska communities differ in physical features, such as land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Nebraska and the United States, and regions, such as Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
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People, Places, and Environments
Production, Distribution and Consumption

4.22 Students will distinguish between meridians of longitude and parallels of latitude and use the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres.

People, Places, and Environments

4.23 Students will classify regions with common characteristics, such as sandals and plains using

maps, tables, graphs, and charts.

People, Places, and Environments

4.24 Students will identify examples of the extension of the rights and responsibilities of citizenship in American history and the contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, individuals, and groups.

Power, Authority, and Governance
Civic Ideals and Practices
Individuals, Groups, and Institutions

4.25 Students will analyze, explain, and demonstrate the relationship among making laws, carrying out laws, and determining if laws have been violated.

Civic Ideals and Practices
Power, Authority, and Governance

4.26 Students will explain the interaction between rights and responsibilities; why we have rules, laws, and constitutional mandates to protect rights and make sure responsibilities are carried out; consequences for violating them; and the role of citizenship in promoting them.

Civic Ideals and Practices
Power, Authority, and Governance

4.27 Students will compare and contrast Nebraska's Unicameral system with other state governments.

Time, Continuity, and Change
Power, Authority, and Governance

4.28 Students will identify representative leaders at government levels, such as mayor, governor, and president.

Time, Continuity, and Change
Power, Authority, and Governance

Nebraska Social Studies/History Standards

Grades 5-8

8. Social Studies/History

United States History, World History, Nebraska History, Geography,Civics, Economics, and Government

By the end of eighth grade . . .
8.1 United States History to 1877

8.1.1 Students will describe life in America before the 17th century by:

- Identifying and describing culture and economic systems of the first Americans, such as the Inuits (Eskimos), the Anasazi (cliff dwellers), the Northwest Indians (Kwakuitl), the Plains Indians, the Mound Builders, the Indians of the Eastern forest (Iroquois), the Incas, and the Mayans.
- Explaining how geography and climate influenced the way Native Americans lived.

Time, Continuity, and Change
Culture
Production, Distribution, and Consumption

8.1.2 Students will trace the routes and evaluate early explorations of the Americas by:

- Explaining the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.
- Identifying the political, economic, and social impact of the encounter between European and Native Americans.
- Identifying the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of North America.

Time, Continuity, and Change
Global Connections
Production, Distribution, and Consumption
Power, Authority, and Governance

8.1.3 Students will describe colonial America, such as:

- The factors that led to the founding of the colonies, such as the escape from religious persecution, economic opportunity, release from prison, and military adventure.
- Geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.
- Life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.
- The principal economic and political connections between the colonies and England.
- Sources of dissatisfaction that led to the American Revolution.
- Key individuals and events in the American Revolution, such as King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.
- Major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

Time, Continuity, and Change
People, Places, and Environments
Production, Distribution, and Consumption
Culture
Individuals, Groups, and Institutions

8.1.4 Students will analyze the United States Constitution and the Bill of Rights, such as:

- The Native American heritage, such as Iroquois Five Nations Confederacy, "Great Binding Law."
- The British and American heritage, such as the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.
- The philosophy of government expressed in the Declaration of Independence.
- The powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

Time, Continuity, and Change
Power, Authority, and Governance

8.1.5 Students will describe challenges faced by the new United States government, such as:

- The writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- Major issues facing Congress and the first four presidents.
- Conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

Power, Authority, and Governance
Time, Continuity, and Change

8.1.6 Students will describe growth and change in America from 1801 to 1861, such as:

- Territorial exploration, expansion, and settlement, such as the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California.
- How the effects of geography, climate, canals and river systems, economic incentives, and frontier spirit influenced the distribution and movement of people, goods, and services.
- The influence on the principle relationships between the United States, Mexico, Canada, and the European powers (Monroe Doctrine).
- The impact of inventions, such as the cotton gin, McCormick reaper, steamboat, and steam locomotive.
- The development of money, savings, and credit.

Time, Continuity, and Change
People, Places, and Environments
Science, Technology, and Society
Production, Distribution, and Consumption
Power, Authority, and Governance

8.1.7 Students will identify causes, key events, and the effects of the Civil War and Reconstruction, such as:

- Economic and philosophical differences between the North and South, as exemplified by men, such as Daniel Webster and John C. Calhoun.
- Events leading to secession and war.
- Key figures during this period, such as Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, and Clara Barton.
- Critical developments in the war, such as major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.
- Life on the battlefield and on the homefront.
- Basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United State Constitution.
- The impact of Reconstruction policies on the South.

Time, Continuity, and Change
Power, Authority, and Governance

8.1.8 Students will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, such as "Give me liberty or give me death," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.

Time, Continuity, and Change
Power, Authority, and Governance

8.1.9 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, such as television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the

Confederacy during the Civil War.

Time, Continuity, and Change
People, Places, and Environments
Power, Authority, and Governance
Science, Technology, and Society

8.1.10 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, such as:

- Different historical perspectives of people, such as Native Americans; Hispanic Americans; African Americans; European Americans; and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.
- Different evaluations of the causes, costs, and benefits of major events in American history up to 1877, such as the American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.

Time, Continuity, and Change
Power, Authority, and Governance
Culture
Production, Distribution, and Consumption

8.2 United States History 1877 to the Present

8.2.1 Students will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life, such as:

- Western settlement and hofederal policy changes affected Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, individuals, and groups.
- Why various immigrant groups came to America, the obstacles they faced, and the important contributions they made.
- The growth of American cities, such as the impact of racial and ethnic conflict and the role of political machines.

Time, Continuity, and Change
People, Places, and Environments
Science, Technology, and Society
Culture
Power, Authority, and Governance
Individuals, Groups, and Institutions

8.2.2 Students will describe and analyze the changing role of the United States in world affairs between 1899 and 1930, such as:

- The Spanish-American War.
- The Panama Canal.
- Theodore Roosevelt's "Big Stick Diplomacy."
- The United States' role in World War I.
- The League of Nations.
- Tariff barriers to world trade.

Time, Continuity, and Change
Power, Authority, and Governance
Global Connections

8.2.3 Students will describe the ideas and events of the 1920's and 1930's, such as:

- Literature, music, dance, and entertainment.
- The Harlem Renaissance.
- Impact of the automobile.
- Prohibition, speakeasies, and bootlegging.
- The impact of women's suffrage.
- Racial tensions and labor strike.
- Compare different ways money can increase in value through savings and investment, such as bank savings accounts, investments in stocks and bonds, and investments in real estate and other valuable goods.
- Urban and rural electrification.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions

8.2.4 Students will explain the Great Depression and its effects, such as:

- Weaknesses in the economy and the collapse of financial markets in the late 1920's.
- The extent and depth of business failures, unemployment, and poverty.
- The NeDeal and its impact on the Depression and the future role of government in the economy.
- Personalities and leaders of the period, such as Will Rogers, Eleanor and Franklin Roosevelt, and Charles Lindbergh.

Time, Continuity, and Change
Production, Distribution, and Consumption
Power, Authority, and Governance
Individuals, Groups, and Institutions

8.2.5 Students will describe the economic, social, and political transformation of the United States since World War II, such as:

- Segregation, desegregation, and the Civil Rights Movement.
- The changing role of women in America.
- The technology revolution and its impact on communication, transportation, and new industries.
- The consumer economy and increasing global markets.
- Increases in violent crime and illegal drugs.
- Effects of increased immigration.
- Political leaders of the period, trends in national elections, and differences between the two major political parties.

Time, Continuity, and Change
Production, Distribution, and Consumption
People, Places, and Environments
Production, Distribution, and Consumption
Power, Authority, and Governance

8.2.6 Students will interpret patriotic slogans and excerpts from notable speeches in United States history since 1877, such as "Ask not what your country can do for you . . .," ". . . December 7, 1941, a date which will live in infamy," "I have a dream . . .," and "Mr. Gorbachev, tear down this wall!"

Time, Continuity, and Change
Global Connections
Individual Development and Identity
Individuals, Groups, and Institutions
People, Places, and Environments

8.2.7 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, such as landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

Time, Continuity, and Change
Individuals, Groups, and Institutions

8.2.8 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Time, Continuity, and Change
Power, Authority, and Governance
People, Places, and Environments
Science, Technology, and Society
Production, Distribution, and Consumption

8.3 Civics and Economics

8.3.1 Students will compare national, state, and local governments, such as:

- Their structures, functions, and powers.
- The election and appointment of officials.
- The division and sharing of powers among levels of government.
- The separation and sharing of powers within levels of government.
- The process of amending the United States and Nebraska Constitutions.

Civic Ideals and Practices
Power, Authority, and Governance
Time, Continuity, and Change

8.3.2 Students will compare the election process at the local, state, and national levels of government, such as:

- Nomination and promotion of candidates for elective office.
- Similarities and differences between the major political parties.
- Voter turnout.
- Evaluate the accuracy of campaign advertising.
- Recognize bias and identify how media reports, analysis, and editorials are different.

Civic Ideals and Practices
Power, Authority, and Governance
Individuals, Groups, and Institutions

8.3.3 Students will compare the policy-making process at the local, state, and national levels of government, such as:

- The basic law-making process within the respective legislative bodies.
- The interaction between the chief executives and the legislative bodies.
- The functions of departments, agencies, and regulatory bodies.
- The roles of political parties at the state and national levels.
- The ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.
- The impact of the media on public opinion and policy makers.

Civic Ideals and Practices
Power, Authority, and Governance
Culture
Individuals, Groups, and Institutions
Individual Development and Identity

8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution, such as:

- The organization and jurisdiction of Nebraska and United States courts.
- The exercise of the power of judicial review.
- The process of bringing and resolving criminal and civil cases in Nebraska's judicial system.
- The function and process of the juvenile justice system in Nebraska.

Civic Ideals and Practices
Power, Authority, and Governance
Time, Continuity, and Change

8.3.5 Students will explain the structure and operation of the United States economy by:

- Explaining the concepts of scarcity, choice, trade-offs, specialization, productivity, inflation, profits, markets, and incentives.
- Discussing what markets are explaining supply and demand, and analyzing the effect of producer and consumer behavior on markets.
- Explaining the role of individuals and businesses as consumers, savers, investors, and borrowers.
- Explaining how institutions, such as banks, unions, legal systems, and non-profits evolve in market economics to help individuals and groups accomplish economic goals.
- Explaining entrepreneurship, productivity, and standards of living, describing their relationship.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

8.3.6 Students will describe the government's role in the United States economy, such as:

- Provision of public goods and services.
- Protection of consumer rights, contracts, property rights, and the promotion of competition.
- Impact of government policies, taxation, and government borrowing on individuals and

businesses.
- Dealing with third party costs and benefits, such as pollution and medical research.

Production, Distribution, and Consumption
Power, Authority, and Governance
Individual Development and Identity
Individuals, Groups, and Institutions

8.3.7 Students will compare the United States economic system to systems such as China, Japan, Canada, South America, and other Western European nations, such as:

- The differences between traditional command and market economics.
- The degree of market, command, and traditional characteristics in various mixed economics and analyze costs and benefits of these economic systems.

Power, Authority, and Governance
Production, Distribution, and Consumption
Global Connections

8.3.8 Students will demonstrate an understanding of the rights and responsibilities of citizens in America by:

- Describing ways individuals participate in the political process, such as registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Describing and evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.
- Analyzing career opportunities, such as individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.

Civic Ideals and Practices
Power, Authority, and Governance
Production, Distribution, and Consumption

8.3.9 Students will explain the fundamental ideals and principles that form the foundation of our republican form of government, such as inalienable rights, "life, liberty, and the pursuit of happiness," and the rule of law, justice, and equality under the law.

Power, Authority, and Governance

8.3.10 Students will know how to interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.

Production, Distribution, and Consumption
Power, Authority, and Governance

8.4 World History to 1000 A.D.

8.4.1 Students will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, such as:

- The impact of geography on hunter-gatherer societies.
- Characteristics of hunter-gatherer societies.
- Tool making and use of fire.
- Technological and social advancements that gave rise to stable communities.
- How archeological discoveries change our knowledge of early peoples.

Time, Continuity, and Change
People, Places, and Environments
Culture
Science, Technology, and Society

8.4.2 Students will compare selected ancient river civilizations, such as Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations, such as the Hebreand Phoenician kingdoms and the Persian Empire, such as:

- The location in time and place.
- Development of social, political, and economic patterns.
- The development of religious traditions.
- The development of language and writing.
- The development of calendars architectural monuments, such as the Pyramids and the Great Wall of China.

Time, Continuity, and Change
Culture
People, Places, and Environments
Global Connections

8.4.3 Students will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C. and explain its impact on Western civilization, such as:

- The influence of geography on Greek economic, social, and political development.
- Greek mythology and religion.
- The impact of Greek commerce and colonies on the Mediterranean region.
- The social structure, significance of citizenship, and development of democracy in the city-state of Athens.
- The significance of the Persian Wars and the Peloponnesian Wars.
- Life in Athens during the Golden Age of Pericles.
- The contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, such as Socrates, Plato, and Aristotle.
- The conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.
- The agriculture, architecture, music, art, religion, sports, and roles of men, women, and children.

Time, Continuity, and Change
Culture
Power, Authority, and Governance
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections

8.4.4 Students will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., explaining its impact on Western civilization, such as:

- The influence of geography on Roman economic, social, and political development.
- Roman mythology and religion.
- The social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic.
- Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.
- The roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome.
- The collapse of the Republic and the rise of imperial monarchs.
- The economic, social, and political impact of the Pax Romana.
- The origin, traditions, custom, beliefs, and spread of Christianity and Judaism.
- The development and significance of the Catholic Church in the late Roman Empire.
- Contributions in art, architecture, technology, science, literature, history, language, religion, and law.
- The reasons for the decline and fall of the Roman Empire.

Time, Continuity, and Change
Power, Authority, and Governance
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections
People, Places, and Environment

8.4.5 Students will analyze the conflict between the Muslim world and Christendom from the 7th to the 11th century A.D., explaining its impact on Western civilization, such as:

- The origin, traditions, customs, beliefs, and spread of Islam.
- Theological differences between Islam and Christianity.
- Cultural differences between Muslims and Christians.

- Religious, political, and economic competition in the Mediterranean region.
- Historical turning points that affected the spread and influence of both religious cultures.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
People, Places, and Environments
Global Connections

8.4.6 Students will describe, analyze, and evaluate the history of the Byzantine Empire and Russia from about 300 to 1000 A.D., explaining its impact on Western civilization, such as:

- The establishment of Constantinople as the capital of the Roman Empire.
- The expansion of the Byzantine Empire and economy.
- Codification of Roman laand preservation of Greek and Roman traditions.
- Conflicts that led to a split between the Roman Catholic and Greek Orthodox churches.
- Byzantine art and architecture.
- Byzantine influence on Russia and Eastern Europe.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections

8.4.7 Students will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., explaining its impact on Western civilization, such as:

- The structure of feudal society and its economic, social, and political effects.
- The Age of Charlemagne and the revival of the idea of the Roman Empire.
- The invasions and settlements of the Magyars and the Vikings, such as Angles and Saxons in Britain.
- The spread and influence of Christianity throughout Europe.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections

8.4.8 Students will describe and compare selected civilizations in Asia, Africa, and the Americas, focusing on chronology, location, geography, social structures, form of government, economy, religion, and contribution to later civilizations, such as:

- India: the caste system; the traditions, customs, beliefs, and significance of Hinduism; and the conquest by Moslem Turks.
- China: the T'ang dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.
- Japan: the development and significance of Shinto; Buddhist religious traditions; and the influence of Chinese culture.
- The kingdoms of Kush in eastern Africa and Ghana in western Africa.
- The Mayan, Aztec, Incas, and Toltecs civilizations.

Time, Continuity, and Change

Culture
Production, Distribution, and Consumption
People, Places, and Environments
Global Connections

8.4.9 Students will improve their skills in historical research and geographical analysis, by:

- Identifying, analyzing, and interpreting primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.
- Identifying, analyzing, and interpreting global population distribution in the Middle Ages.
- Identifying and comparing contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.
- Identifying and comparing the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

Time, Continuity, and Change
People, Places, and Environments
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Power, Authority, and Governance
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Individual Development and Identity

Nebraska Social Studies/History Standards

Grades 9-12

12. Social Studies/History

United States History, World History,
Geography,Civics, Economics, and Government

By the end of twelfth grade . . .
12.1 World History: 1000 A.D. to the Present

12.1.1 Students will demonstrate an understanding of the state of the world about 1000 A.D. by summarizing:

- The institution of feudalism in Europe and the rise of towns and commerce.
- The location and leadership of major Western European kingdoms.
- The location and culture of the Byzantine and Muslim empires.
- The location and culture of empires in India, China, Japan, sub-Saharan Africa, and Central America.
- The role of the Roman Catholic Church in Europe.
- The conflict between Christian and Muslim cultures.

Time, Continuity and Change
Culture

12.1.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period, such as:

- The emergence and distinctive political developments of nation-states, such as Spain, France, England, and Russia.
- Conflicts among Eurasian powers, such as the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
- Patterns of crisis and recovery, such as the Black Death.
- The preservation of Greek and Roman philosophy, medicine, and science.

Time, Continuity, and Change
Production, Distribution, and Consumption

12.1.3 Students will analyze the historical developments of the Renaissance, such as:

- Economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medicis, and new economic practices.
- The rise of Italian city-states.
- Artistic, literary, and intellectual creativity, such as Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period. Machiavelli's theory of government as described in The Prince.
- Differences between the Italian and the Northern Renaissance.

Time, Continuity, and Change
Production, Distribution, and Consumption
Culture

12.1.4 Students will analyze the historical developments of the Reformation, such as:

- The effects of the theological, political, and economic differences that emerged during the Reformation, such as the views and actions of Martin Luther, John Calvin, and Henry VIII and the divorce issue.
- The influence of religious conflicts on government actions, such as the Edict of Nantes in France.
- The evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, such as the beginnings of religious toleration and the spread of democracy.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development, and Identity

12.1.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia, such as:

- The roles of explorers/conquistadors.
- Migration, settlement patterns, and cultural diffusion.
- The exchange of technology, ideas, and agricultural practices.
- The trade in slaves, tobacco, rum, furs, and gold.
- The introduction of new diseases.
- The influence of Christianity.
- Economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.
- Competition for resources and the rise of mercantilism.

- The commercial and maritime growth of European nations, identifying the emergence of money and banking, global economics, and market systems.
- Social classes in the colonized areas.

Time, Continuity, and Change
Culture
Global Connections
Production, Distribution, and Consumption
People, Places, and Environments

12.1.6 Students will compare Judaism, Christianity, Islam, Buddhism, and Hinduism, identifying factors, such as:

- Major leaders and events.
- Sacred writings.
- Traditions, customs, and beliefs.
- Monotheistic versus polytheistic views.
- Geographic distribution at different times.
- Political, social, and economic influences of each.
- Long-standing religious conflicts and recent manifestations in places, such as Ireland, Middle East, and Bosnia.

Time, Continuity, and Change
Culture
Global Connections
People, Places, and Environments
Production, Distribution, and Consumption
Individuals, Groups, and Institutions
Power, Authority, and Governance

12.1.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries, such as:

- The establishment of absolute monarchies by individuals, such as Louis XIV, Frederick the Great, and Peter the Great.
- The Glorious Revolution in England and the French Revolution.
- The ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.
- How the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.
- New scientific theories, such as those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.
- How technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.
- How the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.
- The influence of religious beliefs on art, politics, science, and commerce.

Time, Continuity, and Change
Power, Authority, and Governance
Science, Technology, and Society
Culture
Global Connections
Individuals, Groups, and Institutions

.12.1.8 Students will describe 12th century political developments in Europe, such as:

- The Congress of Vienna.
- Expansion of democracy in Europe, such as the effects of urbanization, revolutions of 1848, and British reform laws.
- Unification of Germany and the role of Bismarck.
- Unification of Italy and the role of Garibaldi.

Time, Continuity, and Change
Power, Authority, and Governance
People, Places, and Environment

12.1.9 Students will analyze and explain the effects of the Industrial Revolution, identifying factors, such as:

- The rise of industrial economics and their link to imperialism and colonialism.
- How scientific and technological changes, such as the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.
- The emergence of capitalism and free enterprise as a dominant economic pattern.
- Responses to capitalism, such as utopianism, socialism, and communism.
- The status of women and children reflected societal changes.
- The evolution of work and labor, such as the slave trade, mining and manufacturing, and the union movement.
- How economic reasoning and cost-benefit analysis apply to societal issues.
- How Asia and Africa were transformed by European commercial power.

Time, Continuity, and Change
Science, Technology, and Society
Production, Distribution, and Consumption
Individuals, Groups, and Institutions
Global Connections

12.1.10 Students will analyze major 20th century historical events, such as:

- Causes and effects of World War I and World War II.
- The Russian Revolution.
- The rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
- The political, social, and economic impact of the 1930's worldwide depression.
- The Nazi Holocaust and other examples of genocide.
- How netechnologies, such as atomic power, influenced patterns of conflict.
- Economic and military power shifts since 1945, such as the rise of Germany and Japan as economic powers.
- Revolutionary movements in Asia and its leaders, such as Mao Zwdong and Ho Chi Minh.
- How African and Asian countries achieved independence from European colonial rule, such as India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.
- Regional and political conflicts, such as Korea and Vietnam.
- The beginning and end of the Cold War and the collapse of the Soviet Union.

Time, Continuity, and Change
Culture
Power, Authority, and Governance
Production, Distribution, and Consumption
Global Connections
Science, Technology, and Society

People, Places, and Environment

12.1.11 Students will demonstrate historical research and geographical skills by:

- Identifying, analyzing, and interpreting primary and secondary sources and artifacts.
- Validating sources as to their authenticity, authority, credibility, and possible bias.
- Comparing trends in global population distribution since the 10th century.
- Constructing various time lines of key events, periods, and personalities since the 10th century.
- Identifying and analyzing major shifts in national political boundaries in Europe since 1815.
- Identifying the distribution of major religious cultures in the contemporary world.

Time, Continuity, and Change
People, Places, and Environments
Culture
Individuals, Groups, and Institutions
Power, Authority, and Governance

12.2 World Geography

12.2.1 Students will analyze the physical and human landscapes of the world using maps, globes, photographs, and pictures to:

- Recognize the different map projections and explain the concept of distortion.
- Show how maps reflect particular historical and political perspectives.
- Apply the concepts of scale, orientation, and latitude and longitude.
- Create and compare political, physical, and thematic maps of countries and regions.
- Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.

People, Places, and Environments
Power, Authority, and Governance

12.2.2 Students will analyze how selected physical and ecological processes shaped the earth's surface, such as:

- How humans influence and are influenced by the environment.
- How people's ideas and relationship to the environment change over time, particularly in response to new technologies.

People, Places, and Environments

12.2.3 Students will explain how:

- Geographic regions change over time.
- Characteristics of regions have led to regional labels.
- Regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.
- Technological advances have led to increasing interaction among regions.

People, Places, and Environments
Science, Technology, and Society

12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

Time, Continuity, and Change
People, Places, and Environments
Culture
Individual Development and Identity
Production, Distribution, and Consumption

12.2.5 Students will compare and contrast the distribution, growth rates, and characteristics of human population, such as settlement patterns and the location of natural and capital resources.

People, Places, and Environments
Time, Continuity, and Change
Production, Distribution, and Consumption

12.2.6 Students will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

People, Places, and Environments
Time, Continuity, and Change
Power, Authority, and Governance
Production, Distribution, and Consumption
Individuals, Groups, and Institutions

12.2.7 Students will locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.

People, Places, and Environments

12.2.8 Students will identify natural hazards; describe their characteristics, explain their impact on human and physical systems, and assess efforts to manage their consequences in developed and less developed regions.

People, Places, and Environments
Science, Technology, and Society

12.2.9 Students will identify natural, human, and capital resources; describe their distribution; and explain their significance, such as location of contemporary and selected historical economic and land-use regions.

People, Places, and Environments
Production, Distribution, and Consumption

12.2.10 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

People, Places, and Environments
Civic Ideals and Practices
Individual Development and Identity

12.2.11 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

Time, Continuity, and Change
People, Places, and Environments
Production, Distribution, and Consumption

12.2.12 Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

People, Places, and Environments
Production, Distribution, and Consumption
Science, Technology, and Society

12.2.13 Students will distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.

People, Places, and Environments
Production, Distribution, and Consumption

12.2.14 Students will analyze the forces of conflict and cooperation as they influence:

- The way in which the world is divided among independent and dependent countries.
- Disputes over borders, resources, and settlement areas.
- The historic and future ability of nations to survive and prosper.
- The role of multinational organizations.

People, Places, and Environments
Time, Continuity, and Change
Global Connections
Culture
Individuals, Groups, and Institutions

12.2.15 Students will apply geography to interpret the past, understand the present, and plan for the future by:

- Explaining the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.
- Relating current events to the physical and human characteristics of places and regions.

People, Places, and Environments
Time, Continuity, and Change
Production, Distribution, and Consumption
Global Connections

12.3 United States History

12.3.1 Students will analyze and explain the contacts between Native Americans and European settlers during the Age of Discovery, identifying factors, such as:

- Economic and cultural characteristics of the groups.
- Motives and strategies of the explorers and settlers.
- Impact of European settlement on the Native Americans.
- Legacies of contact, cooperation, and conflict from that period.

Time, Continuity, and Change
Production, Distribution, and Consumption
People, Places, and Environments

12.3.2 Students will analyze and explain the colonization of the American colonies, identifying factors, such as:

- Motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.
- Economic activity.
- Political developments.
- Social customs, the arts, and religious beliefs.

Time, Continuity, and Change
Power, Authority, and Governance
Production, Distribution, and Consumption
Culture
Individual Development and Identity

12.3.3 Students will analyze and explain events and ideas of the Revolutionary Period, such as:

- Changes in British policies that provoked the American colonists.
- The debate within America concerning separation from Britain.
- The Declaration of Independence and "Common Sense."
- Leaders.
- Key battles, military turning points, and key strategic decisions.

Time, Continuity, and Change
Power, Authority, and Governance
Individuals, Groups, and Institutions

12.3.4 Students will analyze the events and ideas of the Constitutional Era, such as:

- Articles of Confederation and the Declaration of Independence.
- Issues and policies affecting relations among existing and future states, such as the Northwest Ordinance.
- The Constitutional Convention, such as the leadership of James Madison and George Washington.
- The struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.
- The addition of the Bill of Rights to the Constitution.

Time, Continuity, and Change
Power, Authority, and Governance
People, Places, and Environments
Individuals, Groups, and Institutions

12.3.5 Students will analyze and explain events of the Early National Period, such as:

- Organization of the national government under the new Constitution.
- Major domestic and foreign affairs issues facing the first presidents and Congress.
- The development of political parties.
- How the impact of Supreme Court cases, such as Marbury v. Madison and McCulloch v. Maryland, affected the interpretation of the Constitution.
- Foreign relations and conflicts, such as the War of 1812 and the Monroe Doctrine.
- The Louisiana Purchase and the acquisition of Florida.
- Economic development, trade, tariffs, taxation, and trends in the national debt.

Time, Continuity, and Change
Power, Authority, and Governance
Global Connections
Production, Distribution, and Consumption

12.3.6 Students will analyze the causes and effects of major events of the Civil War and Reconstruction, such as:

- Slavery.
- States' Rights Doctrine.
- Tariffs and trade.
- Settlement of the West.
- Secession.
- Military advantages of the Union and the Confederacy.
- Threat of foreign intervention.
- Economic and political impact of the war.
- Roles played by the individual leaders.
- Impact of Reconstruction policies on the South.

Time, Continuity, and Change
Power, Authority, and Governance
Production, Distribution, and Consumption
Individuals, Groups, and Institutions

12.3.7 Students will analyze the impact of immigration on American life, identifying factors, such as:

- Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, immigrant groups and individuals.
- Ethnic conflict and discrimination.
- The United States domestic policies.

Culture
People, Places, and Environments

12.3.8 Students will summarize causes and effects of the Industrial Revolution, identifying factors, such as:

- New inventions and industrial production methods.
- New technologies in transportation and communication.
- Incentives for capitalism and free enterprise.
- The impact of immigration on labor supply and the movement to organize workers.
- Improvements in standards of living, life expectancy, and living conditions.
- Child labor, working conditions, and the rise of organized labor.

- Government policies affecting trade, monopolies, taxation, and money supply.
- Muckraking literature and the rise of the Progressive Movement.
- Women's suffrage and temperance movements, describing their impact on society.
- Political changes at the local, state, and national levels.

Time, Continuity, and Change
People, Places, and Environments
Science, Technology, and Society
Production, Distribution, and Consumption
Power, Authority, and Governance

12.3.9 Students will analyze and explain the importance of World War I, identifying factors, such as:

- The end of the Ottoman Empire and the creation of new states in the Middle East.
- The declining role of Great Britain and the expanding role of the United States in world affairs.
- Political, social, and economic change in Europe and the United States.
- Causes of World War I.

Time, Continuity, and Change
Culture
Production, Distribution, and Consumption
Power, Authority, and Governance

12.3.10 Students will analyze and explain the Great Depression, explaining factors, such as:

- Causes and effects of changes in business cycles.
- Weaknesses in key sectors of the economy in the late 1920's.
- United States government economic policies in the late 1920's.
- Causes and effects of the Stock Market Crash.
- The impact of the Depression on the American people.
- The impact of NeDeal economic policies.
- The impact of the expanded role of government in the economy since the 1930's.

Time, Continuity, and Change
Production, Distribution, and Consumption
Power, Authority, and Governance
Individuals, Groups, and Institution

12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors, such as:

- The rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- The rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.
- The role of the Soviet Union.
- Appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.
- The impact of mobilization for war, at home and abroad.
- Major battles, military turning points, and key strategic decisions.
- The Holocaust and its impact.
- The reshaping of the United States' role in world affairs after the war.
- Major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

Time, Continuity, and Change
People, Places, and Environments
Individuals, Groups and Institutions

12.3.12 Students will analyze and explain United States foreign policy since World War II, identifying factors, such as:

- The origins of the Cold War and the foreign and domestic consequences.
- Communist containment policies in Europe, Latin America, and Asia.
- McCarthyism and the fear of communist influence within the United States.
- Strategic and economic factors in Middle East policy.
- Relations with South Africa and other African nations.
- The collapse of communism and the end of the Cold War.
- New challenges to America's leadership role in the world.
- Confrontations with the Soviet Union in Berlin and Cuba.
- NATO and other alliances, and the United States role in the United Nations.
- Nuclear weapons and the arms race.
- Military conflicts in Korea, Vietnam, and the Middle East.

Time, Continuity, and Change
Power, Authority, and Governance
Global Connections

12.3.13 Students will evaluate developments in federal civil rights and voting rights since the 1950's, such as:

- The Brown v. Board of Education decision and its impact on education.
- Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.
- The impact of reapportionment cases and voting rights legislation on political participation and representation.
- Affirmative action.

Time, Continuity, and Change
Power, Authority, and Governance
Civic Ideals and Practices

12.3.14 Students will demonstrate an understanding of domestic policy issues in contemporary American society by:

- Comparing conservative and liberal economic strategies.
- Explaining current patterns of Supreme Court decisions and evaluating their impact.
- Comparing the positions of political parties and interest groups on major issues.

Time, Continuity, and Change
Production, Distribution, and Consumption
Power, Authority, and Governance
Civic, Ideals and Practices

12.3.15 Students will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to:

- Locate and explain the location and expansion of the original colonies.
- Trace the advance of the frontier and the territorial expansion of the United States, explaining how it was influenced by the physical environment.

- Locate new states as they were added to the Union.
- Understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.
- Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.
- Analyze the political, social, and economic implications of demographic changes in the nation over time.

Time, Continuity, and Change
People, Places, and Environments

12.3.16 Students will interpret the significance of excerpts from famous speeches and documents in United States history, such as "The United States Constitution," "The Bill of Rights," "The Letter from Birmingham Jail," "Speak softly and carry a big stick . . .," and "The Gettysburg Address."

Time, Continuity, and Change
Power, Authority, and Governance

12.3.17 Students will develop skills for historical analysis, such as the ability to:

- Analyze documents, records, and data, such as artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.
- Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

Time, Continuity, and Change

12.3.18 Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled, such as:

- Civil disobedience v. the rule of law.
- The relationship of government to the individual in economic planning and social programs.
- Freedom of the press v. the right to a fair trial.
- The tension between majority rule and minority rights.
- Problems of intolerance toward racial, ethnic, and religious groups in American society.
- The evolution of rights, freedoms, and protections through political and social movements.

Power, Authority, and Governance
Civic Ideals and Practices
Culture
Individual Development and Identity
Individuals, Groups, and Institutions

12.4 United States and Nebraska Government and the Economy

12.4.1 Students will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.

Power, Authority, and Governance
Time, Continuity, and Change

12.4.2 Students will identify and explain the Declaration of Independence, the Articles of Confederation, and the Constitutions of the United States and Nebraska describing their treatment of:

- Fundamental political principles, such as constitutionalism and limited government, rule of law, democracy and republicanism, sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.
- Fundamental liberties, rights, and values, such as religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

Power, Authority, and Governance
Time, Continuity, and Change
Individuals, Groups, and Institutions
Individual Development and Identity

12.4.3 Students will identify examples of fundamental American political principles contained in the Nebraska Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, comparing them to principles of government and law developed by leading European political thinkers, such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.

Power, Authority, and Governance
Time, Continuity, and Change
Individuals, Groups, and Institutions

12.4.4 Students will analyze the amendments to the United States Constitution, identifying factors, such as the conflicts they addressed and the reasons for their adoption.

Power, Authority, and Governance
Time, Continuity, and Change

12.4.5 Students will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, such as basic freedoms, due process, equal protection of the law, and government powers, analyzing the historical trends and contemporary patterns of United States Supreme Court decisions.

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Power, Authority, and Governance
Time, Continuity, and Change

12.4.6 Students will identify and explain the fundamental concepts of democracy, focusing on the equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.

Power, Authority, and Governance
Time, Continuity, and Change
Individuals, Groups, and Institutions

12.4.7 Students will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, such as conflicts between:

- Majority rule and minority rights.
- Individual rights and the public interest.
- Levels of taxation and the expectation of public services.
- State and national authority in a federal system.

Civic Ideals and Practices
Power, Authority, and Governance
Individuals, Groups, and Institutions

12.4.8 Students will analyze and compare national and state governments, identifying factors, such as:

- The structures, functions, and authority of each.
- The principles of federalism, separation of powers, and checks and balances.
- The extent to which power is shared rather than divided or separated.
- Procedures for constitutional amendment.

Power, Authority, and Governance
Time, Continuity, and Change

12.4.9 Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy, through vehicles, such as:

- Legislation, regulations, executive orders, and judicial review.
- Constitutional requirements and institutional procedures.
- Specific policies related to foreign affairs, civil rights, and economics and the budget.

Power, Authority, and Governance
Civic Ideals and Practices
Production, Distribution, and Consumption

12.4.10 Students will identify and distinguish among the units of local governments in Nebraska, such as counties, cities, towns, and regional authorities by analyzing a local public issue.

Power, Authority, and Governance

12.4.11 Students will compare a unicameral with a bicameral form of government.

Power, Authority, and Governance
Civic Ideals and Practices

12.4.12 Students will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.

Power, Authority, and Governance
Civic Ideals and Practices

12.4.13 Students will describe campaigns for national, state, and local elective office, identifying factors, such as:

- The nominating process.
- Campaign funding and spending.
- The influence of media coverage, campaign advertising, and public opinion polls.
- Demographic causes and political effects of reapportionment and redistricting.
- Voter turnout and the constituencies of the major political parties.
- The Electoral College.

Power, Authority, and Governance
Time, Continuity, and Change
People, Places, and Environments
Civic Ideals and Practices

12.4.14 Students will explain the rights, responsibilities, and benefits of citizenship in the United States and Nebraska.

Civic Ideals and Practices
Power, Authority, and Governance

12.4.15 Students will develop the skills needed for informed participation in public affairs by:

- Analyzing public issues.
- Evaluating candidates for public office.
- Evaluating the performance of public officials.
- Communicating with public officials.

Civic Ideals and Practices
Power, Authority, and Governance
Individuals, Groups, and Institutions

12.4.16 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations, focusing on factors, such as:

- The structures and powers of political institutions.
- The rights and powers of the governed, such as grass roots citizens' movements.
- Economic goals, institutions, and the role of government in the economy.
- The relationships between economic freedom and political freedom.

- The allocation of resources and its impact on productivity.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

12.4.17 Students will analyze the United States market economy, identifying factors, such as:

- Labor, capital, and natural resources.
- The role of private ownership, private enterprise, and profits.
- The relationships of households, firms, and government.
- Labor/management relationships.
- Relationships to the global economy.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.18 Students will analyze the role of government in the United States economy, explaining factors, such as:

- Interstate commerce and international trade policies.
- Providing favorable conditions for markets.
- Providing public goods and services.
- Protecting the environment.
- Promoting economic growth.

Power, Authority, and Governance
Production, Distribution, and Consumption
People, Places, and Environments

12.4.19 Students will diagram the concepts of scarcity, opportunity costs, and the types of economic systems that deal with unlimited wants and limited resources.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.20 Students will discuss the economic goals of growth, stability, full employment, efficiency, equity, and justice, explaining the need for tradeoffs as these goals are pursued.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.21 Students will explain how forces of supply and demand in a market system answer basic economic questions, such as what to produce, photo produce, and for whom to produce.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.22 Students will define the basic economic indicators, such as Gross Domestic Product, employment statistics, and other measures of economic conditions.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.23 Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.24 Students will explain the interrelationship of producers, consumers, and government in the American economic system.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.25 Students will explain the impact of monetary and fiscal policy in achieving local, state, and national economic goals.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

12.4.26 Students will evaluate the role of entrepreneurship in a market economy.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.27 Students will discuss, develop, and implement a plan for making informed personal economic decisions.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices